Oak Hill Elementary
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Oak Hill Elementary
Street	3909 North Loop Blvd.
City, State, Zip	Antelope, CA, 95843
Phone Number	(916) 338-6460
Principal	Parveen Saenz
Email Address	psaenz@centerusd.org
School Website	oakhill.centerusd.org
County-District-School (CDS) Code	34 73973 6107734

2022-23 District Contact Information

District Name	Center Joint Unified School District
Phone Number	(916) 338-6411
Superintendent	Scott Loehr
Email Address	superintendentsoffice@centerusd.org
District Website Address	www.centerusd.org

2022-23 School Overview

Welcome to Oak Hill Elementary's annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, staff, curricular programs, instructional materials, safety protocols, classroom environment, and conditions of facilities.

Oak Hill Elementary is a school of approximately 738 students in grades TK-6. It is our mission at Oak Hill elementary to empower ALL students to achieve their full potential.

To achieve our mission, Oak Hill staff will:
- Set and follow clear expectations for student behaviors and procedures by providing a positive and supportive environment.
- Foster lifelong learners who are flexible thinkers, problem solvers and active participants of society.
- Strengthen the ties, responsibility, and engagement between the students, school and local community.
- Create a strategic learning experience for all students that enables students to be lifelong learners.

Our Oak Hill Elementary staff have made the following commitments:
- We are committed to using evidence of student learning & a variety of instructional strategies to meet the needs and promote success for all students.
- We are committed to being positive and contributing members of our collaborative team.
- We are committed to a positive relationship using effective communication regarding student resources, strategies and information to help students succeed.
- We are committed to high expectations for learning, behavior and citizenship while attending to their social and emotional needs.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	93
Grade 2	94
Grade 3	119
Grade 4	88
Grade 5	96
Grade 6	100
Total Enrollment	692

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.3
Asian	9.1
Black or African American	11.3
Filipino	4.2
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	1.7
Two or More Races	12.0
White	36.8
English Learners	14.9
Foster Youth	0.1
Homeless	6.8
Migrant	0.0
Socioeconomically Disadvantaged	61.0
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.00	100.00	184.50	91.57	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	14.10	7.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.90	0.98	12115.80	4.41
Unknown	0.00	0.00	0.80	0.43	18854.30	6.86
Total Teaching Positions	32.00	100.00	201.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.20	96.27	187.60	88.64	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.99	14.70	6.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.75	6.10	2.89	11953.10	4.28
Unknown	0.00	0.00	3.10	1.50	15831.90	5.67
Total Teaching Positions	33.50	100.00	211.70	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as

a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.20
Total Out-of-Field Teachers	0.00	0.20

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Oak Hill Elementary School were selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six- seven year adoption cycle for core content materials (English/Language Arts, Math, Science, and Social Science).

Year and month in which the data were collected	October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders, K-6, 2015	Yes	0%
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0%
Science	Harcourt School Publishers, California Science 2008 Amplify 2018 -- 6th grade	Yes	0%
History-Social Science	Studies Weekly 2018	Yes	0%

School Facility Conditions and Planned Improvements

The administration and staff of Oak Hill Elementary work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that required attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is: Good.

Year and month of the most recent FIT report	October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Water stain at air register-Replace tile and check register, Cabinets, counters and whiteboards dusty-Clean
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Custodial closet is cluttered-Clean and organize, Floors dirty
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Floors dirty, partitions dirty, sink dirty - Clean
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Skirting damage-Replace-Mission 5 and 6
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	40	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	29	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	402	395	98.26	1.74	40.25
Female	195	191	97.95	2.05	41.88
Male	207	204	98.55	1.45	38.73
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	33	33	100.00	0.00	48.48
Black or African American	52	48	92.31	7.69	22.92
Filipino	18	18	100.00	0.00	77.78
Hispanic or Latino	98	96	97.96	2.04	33.33

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	49	100.00	0.00	48.98
White	142	141	99.30	0.70	42.55
English Learners	54	54	100.00	0.00	16.67
Foster Youth	0	0	0.00	0.00	0.00
Homeless	21	21	100.00	0.00	28.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	246	98.01	1.99	35.77
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	43	97.73	2.27	25.58

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	402	398	99.00	1.00	28.72
Female	195	193	98.97	1.03	27.08
Male	207	205	99.03	0.97	30.24
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	33	33	100.00	0.00	39.39
Black or African American	52	51	98.08	1.92	11.76
Filipino	18	18	100.00	0.00	61.11
Hispanic or Latino	98	95	96.94	3.06	21.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	49	100.00	0.00	26.53
White	142	142	100.00	0.00	34.04
English Learners	54	53	98.15	1.85	9.43
Foster Youth	0	0	0.00	0.00	0.00
Homeless	21	21	100.00	0.00	19.05
Military	--	--	--	--	--

Socioeconomically Disadvantaged	251	248	98.80	1.20	23.08
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	43	97.73	2.27	18.60

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	31.58	20.83	23.76	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	95	95.96	4.04	31.58
Female	49	48	97.96	2.04	33.33
Male	50	47	94	6	29.79
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	36.36
Black or African American	13	11	84.62	15.38	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100	0	13.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100	0	23.08
White	31	31	100	0	51.61
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	57	95	5	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	95%	95%	95%	95%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Goal 4 of the CJUSD LCAP states that "all students will benefit from improved partnerships and communication with all stakeholders." Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents are informed of upcoming events and school activities through automated telephone messages, email, flyers, newsletters, parent conferences, progress reports, the school marquee, and the school website.

Oak Hill Elementary School has an active PTA providing many opportunities for students and parents to participate in activities outside of the school day, as well as during the school day. Parents may contact any PTA board member at (916) 338-6460 for more information on how to become involved in their child's learning environment. Parents are encouraged to join any of our parent groups which include PTA, School Site Council, English Learner Advisory Council, and District English Learner Advisory Council.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	762	733	243	33.2
Female	370	356	120	33.7
Male	392	377	123	32.6
American Indian or Alaska Native	2	2	0	0.0
Asian	70	68	18	26.5

Black or African American	85	83	22	26.5
Filipino	35	32	6	18.8
Hispanic or Latino	187	181	82	45.3
Native Hawaiian or Pacific Islander	12	12	7	58.3
Two or More Races	90	85	29	34.1
White	281	270	79	29.3
English Learners	136	130	42	32.3
Foster Youth	5	1	0	0.0
Homeless	52	52	19	36.5
Socioeconomically Disadvantaged	480	462	172	37.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	79	33	41.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.30	3.65	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	6.69	0.41	6.13	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.69	0.00
Female	2.16	0.00
Male	10.97	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.43	0.00
Black or African American	9.41	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.56	0.00
Native Hawaiian or Pacific Islander	25.00	0.00
Two or More Races	11.11	0.00
White	4.63	0.00
English Learners	5.88	0.00
Foster Youth	0.00	0.00
Homeless	13.46	0.00
Socioeconomically Disadvantaged	8.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.43	0.00

2022-23 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Oak Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	4	
1	22		5	
2	21	2	2	
3	20	4	1	
4	27		4	
5	31		3	
6	24		4	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	25		4	
2	22		5	
3	28		3	
4	25		4	
5	25		4	
6	31		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	23		4	
2	23		4	
3	29		4	
4	28		3	
5	31		3	
6	32		3	
Other	9	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6905	1422	5483	$78,844
District	N/A	N/A	7603	$76,929
Percent Difference - School Site and District	N/A	N/A	-32.4	2.5
State	N/A	N/A	$6,594	$79,175
Percent Difference - School Site and State	N/A	N/A	-18.4	-0.4

2021-22 Types of Services Funded

Oak Hill is committed to supporting all students in the areas of academics, behavior, and social-emotional development.

ACADEMICS:
Implementation of Multi-Tiered Systems of Supports (MTSS) and Professional Learning Communities (PLC)
Tier 1 Student Support Plans and Tier 2 Specific, Measurable, Attainable, Results based, Time bound (SMART) Goals
Small Group Targeted Interventions (What I Need "WIN" time)

2021-22 Types of Services Funded

Intervention/Title 1 services for ELA and Math
Designated time focusing on English Language Development (ELD)
In class workshop/small group time
Student Success Team meetings
Parent Communication (emails, auto-dialer messages, phone calls, personal parent meetings, written communication, marquee)
Staff Professional Development
Staff Collaboration

BEHAVIOR:
PBIS School (Positive Behavior Intervention and Supports)
Tier 1 incentives: Otter Dollars, monthly Otter Awards, Otter Day Rallies
Tier 2: Check-in, Check-out, Tier 2 Case Management
Safe School Ambassador (SSA) Program

EXTRA-CURRICULAR CLUBS & ACTIVITIES:
Gifted & Talented Education (GATE)
SEVA Video Club
Otter Outlook Production Club
Student Council
Yearbook Club
Health Club
Chess Club
Running Club
Clubs options are based on student requests.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,454	$48,503
Mid-Range Teacher Salary	$69,942	$74,912
Highest Teacher Salary	$98,571	$100,321
Average Principal Salary (Elementary)	$118,261	$122,160
Average Principal Salary (Middle)	$119,308	$127,632
Average Principal Salary (High)	$126,655	$137,578
Superintendent Salary	$209,448	$198,665
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Decisions concerning the selection of staff development topics are performed by the Curriculum and Instruction office, the site administration, and site staff. These decisions are based on state assessment results, data analysis and teacher input.

The staff at Oak Hill engage in ongoing cycles of inquiry within Professional Learning Communities (PLC) as they collaborate to examine data and evidence of student learning for instructional planning purposes. Professional learning opportunities are

Professional Development

embedded throughout the year to support teachers towards refining their craft to best support the needs of the students we serve. Support for new teachers are offered through peer coaching and mentoring. Classified staff members receive targeted professional development focused on teaching strategies and curriculum content.

Teachers and staff have been offered and participated in the following professional learning opportunities:
- Utilizing the Wonders ELA curriculum to address Common Core State Standards.
- Paraeducator Training
- Using and Scoring CAASPP Interim Brief Writes (in Collaboration with Sacramento County Office of Education)
- Calibrating Rubrics
- PBIS Training (through Placer County Office of Education)
- Wonders ELA Cadre 1 and 2
- Math Cadre 1 and 2
- Pro-Act Training
- PBIS Training (through Placer County Office of Education)
- Professional Learning Communities at Work (PLC)
- Wonderworks Training
- Attendance Training (through Sacramento County Office of Education)
- Equipped for Reading Success book study

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2